DOCUMENT RESUME

ED 078 998 RC 007 110

AUTHOR	DeLong, James W.; And Others
TITLE	Manpower Training Program Outcomes: Indians and Rural Whites in South Dakota.
PUB DATE	25 Aug 73
NOTE	15p.; Paper presented at the Rural Sociological Society Annual Meetings, College Park, Maryland, August 23-26, 1973
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*American Indians; *Anglo Americans; Comparative Analysis; *Disadvantaged Groups; Employment Opportunities; *Manpower Development; Reservations (Indian); *Rural Areas; Socioeconomic Status; Vocational Education
IDENTIFIERS	Job Opportunities in the Business Sector; Manpower Development and Training Act; MDTA; South Dakota

ABSTRACT

In Fall 1971, this exploratory study investigated the association between socioeconomic characteristics of participants in selected manpower programs and the training outcomes for those participants. The 2 manpower training programs were the Job Opportunities in the Business Sector (JOBS) and a Manpower Development and Training Act (MDTA) program. Data were obtained from the application and termination forms completed for the 202 MDTA trainees and 157 trainees in the JOBS program during 1970-71. More socioeconomic attributes were associated with training outcomes for the MDTA than the JOBS program participants. The MDTA participant least likely to complete the program was a non-white male with 7-9 years of formal education, unemployed 25 weeks or less within the past year and classified as disadvantaged. Since the majority of American Indian participants weren't completing the MDTA programs, the importance of racial and cultural factors for such programs was suggested. Findings were listed for both programs. (FF)

FILMED FROM BEST AVAILABLE COPY

ED 078998

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RECEIVED
AUG 27 1973
NMSU
E.R.I.C.

MANPOWER TRAINING PROGRAM OUTCOMES: INDIANS AND RURAL WHITES IN SOUTH DAKOTA

for

Rural Sociological Society

Annual Meeting

August, 1973

James W. DeLong, Instructor, Department of Rural Sociology
South Dakota State University
Robert M. Dimit, Professor, Department of Rural Sociology
South Dakota State University
Robert T. Wagner, Assistant Professor, Department of Rural Sociology
South Dakota State University

CG007110

MANPOWER TRAINING PROGRAM OUTCOMES: INDIANS AND RURAL WHITES IN SOUTH DAKOTA

INTRODUCTION

During the past few decades, millions of farm laborers have been displaced and many small farms eliminated. Nonfarm industries in or near rural areas have not grown fast enough to absorb both these displaced workers and new entrants into the labor force. Consequently, people who remain in rural areas face declining employment opportunities, underemployment and unemployment. Migrants to urban areas frequently face difficulties in adjustment due to inadequate preparation for urban jobs. These problems presently exist in South Dakota, along with the attendent problem of rural poverty.

The incidence of poverty is higher in rural areas than in urban, and the rural disadvantaged possess characteristics dissimilar to the urban disadvantaged. Included among the disadvantaged in South Dakota are marginal farm operators and high proportion of persons of American Indians descent, most residing on reservations. These reservations have low economic bases and do not offer sufficient employment opportunities. Thus, unemployment on some reservations is as high as 70 to 80 percent, with the majority of those employed working in semi-skilled or unskilled occupations.

In spite of Federal concern over rural occupational problems, there has been relatively little federally sponsored research into rural manpower training needs. A number of comprehensive studies have been conducted

in urban areas, but urban needs and programs may have little applicability to unique rural situations. Also, urban studies have given little or no attention to the American Indians as a segment of the non-white group.

In Fall, 1971, the Rural Sociology Department of South Dakota State University initiated research directed at increasing understanding of manpower programs currently operating within South Dakota. As part of that project, this exploration study was conducted to determine the association between the socio-economic characteristics of participants in selected manpower programs and the training outcomes for those participants.

HYPOTHESES

The general hypothesis examined in this research was: Socio-economic characteristics of trainees in manpower training programs are associated with success in career mobility through the channel of the manpower training programs. Only one criterion was used to measure a successful effort by the participants towards career mobility; namely, successful completion of the programs.

Empirical studies of social stratification acknowledge social and psychological factors in the status attainment process. Further, intra-generational mobility is associated with adult socialization. Such mobility, therefore involves both the acquisition of norms and role expectations from different strata or status groups as well as the relinquishing or unlearning of previously held norms and behavioral expectations.

Through differential childhood socialization and environmental experiences, the perpetuation of social classes tends to be maintained. Consequently, when a person reaches adulthood, social class or status grouping has been an important factor in influencing occupational choice and chances. As a theoretical perspective, this suggests that previous socialization and status group membership are important factors shaping the various social, psychological and economic conditions that influence an individual's chances of entering particular occupations and experience-career mobility.

Socio-economic Hypotheses

For the purposes of this study, the following hypotheses were formulated:

1. Sex of participant is associated with program completion.
2. Race of participant is associated with program completion.
3. Length of previous enemployment is significantly associated with program completion.
4. Previous status as a welfare recipient is associated with program completion.
5. Head-of-household status is associated with program completion.
6. The number of dependents is associated with program completion.
7. Qualifying to be classified as "disadvantaged" is associated with program completion.
8. Age is associated with program completion.
9. Previous income level is associated with program completion.

PROGRAMS SELECTED FOR STUDY

The two manpower training programs selected for this study were the Jobs Opportunities in the Business Sector (hereafter referred to as JOBS) and one of the Manpower Development and Training Act Programs (hereafter referred to as MDTA). The purpose of these programs is to help advance individuals up to entry levels in the manpower market through training, retraining, or upgrading of their occupational skills. Also, the programs were selected because their approaches for helping people obtain entry into reasonable and full-time employment are somewhat different.

The JOBS program places the participant on a full-time job, and such on-the-job experience comprises almost the entire training. JOBS also requires that the employer operate in the private sector of the economy and requires that he pay the trainee no less than the established minimum wage. The employer is reimbursed for hiring the trainee, but the employer must assume the trainees wages.

The MDTA programs are more classroom oriented and generally include basic education as well as vocational skills development emphasis. The training is provided through public or private vocational schools. The MDTA participant receives a basic living allowance rather than a salary.

Sampled entrants into the MDTA and JOBS programs included large proportions of individuals classified as "disadvantaged", that is, individuals not suitable employed or a high school dropout, under 22 years of age or over 45, or handicapped or otherwise possessing special obstacles to attaining suitable employment. Entrants must also be members

of welfare recipient or poverty class families. As such, the participants in the selected training programs are viewed by this reseacher as being more representative of a status group rather than a more vague social class.

A number of post-war studies indicated that differences in occupation, income, wealth, and education lead to the formation of status groups which display consistently different forms of behavior and have different ideas, attitudes, values, and tastes. Using programs that have a high participation of "disadvantaged" allows the study to look more closely at the relationship of status group memberships and career mobility.

METHODOLOGY

The completion and noncompletion of the selected program was designated as the dependent variable. Selected socio-economic characteristics of the participants were designated as independent variables. The chi-square test was employed to test statistical significance, with the level .05 chosen as the basis for significance.

Data were obtained from information recorded in the application and termination forms completed for every participant in the selected programs and on file with the South Dakota Employment Security Department. Data were gathered for 202 trainees in the MDTA program and 157 trainees in the JOBS programs. The trainees were participants in these programs during the years 1970 and 1971.

SUMMARY OF FINDINGS

Five different socio-economic variables were associated significantly with participant completion of the MDTA program. The associations were as follows:

1. Sex was found to be associated significantly with program completion, when considered individually and when considered in combination with race. The white female had the highest completion rate and the non-white male the lowest.
2. When considered individually, race was associated significantly with successful completion. The non-white group in this study consisted entirely of American Indians. The findings show that the majority of Indians, both male and female, were not completing the MDTA programs.
3. Qualifying for certification as disadvantaged was associated significantly with the participants' completion of the MDTA program.
4. Formal education of participants, measured by previous grade level achieved, was associated significantly with program completion. The higher the level of formal education completed before entering the program the more likely the participant was to complete the program.
5. Length of previous unemployment was associated significantly with an individual's completion of the program. Those with no previous unemployment had the highest percentage of completion rate.

Socio-economic variables that were not associated significantly with participants' completion of the MDTA programs were:

1. Previous status as a welfare recipient
2. Head of household status
3. The number of dependents
4. The age of the participant
5. Previous income level

Regarding the JOBS program, only two socio-economic characteristics of participants were associated significantly with the participants completion of the program. The associations were as follows:

1. Qualifying for certification as disadvantaged was associated significantly with completion of the JOBS program.
2. The length of previous unemployment was associated significantly with the participant's completion of the program.

Socio-economic variables not associated significantly with completion of the JOBS program are:

1. Sex
2. Race
3. Years of formal education previously completed
4. Previous status as a welfare recipient
5. Number of dependents
6. The age of the trainee
7. Previous income

GENERAL CONCLUSIONS

More of the socio-economic attributes were associated with training outcomes for the MDTA participants than was the case with the JOBS program participants. The MDTA participant least likely to complete the program was a non-white male with seven to nine years of formal education, unemployed twenty-five weeks or less within the past year and classified as disadvantaged. The least successful participant in the JOBS program was classified as disadvantaged and was previously unemployed from 25 to 51 weeks.

Some socio-economic variables were associated with the success of participants in the MDTA programs but not in the JOBS programs. Such attributes as race, sex and achieved years of formal education are apparently more important in classroom-oriented training situations than they are in on-the-job training situations. Perhaps, the participants have fewer failure experiences and anticipations of failure when involved in on-the-job training. There is also the factor that JOBS participants receive immediate rewards through wages paid by a private employer.

The finding that the majority of American Indians are not completing the MDTA programs suggests the particular importance of racial and cultural factors to these types of programs. However, as stated earlier, race and sex were not significantly related to training outcomes involving on-the-job training providing full time employment and wages.

The two factors that were significantly associated with completion in both the MDTA and JOBS programs were: (1) qualifying as "disadvantaged" and (2) length of previous unemployment. The criteria used to classify an

individual as "disadvantaged" include combinations of such factors as income, age, education, unemployment, and welfare recipiency. Some of these variables were not found to be individually significant but results of analysis indicate that selected combinations of these variables are significant.

There may be a close relationship between extended periods of unemployment and certification as "disadvantaged", as being unemployed is one of the criteria included in defining "disadvantaged". There are factors which influence extended periods of unemployment such as age, educational background, the economic level of the unemployed, and cultural environment. Thus, "disadvantaged" and "extended unemployment" may be measuring similar combinations of variables.

IMPLICATIONS

The disadvantages were considered to be a particular status group in this study considering the selected socio-economic characteristic that determines certification of an individual as disadvantaged. As previously discussed, status groups tend to share similar life styles, values, attitudes, and other social, psychological, and economic attributes which influence vertical career mobility. This research has shown the association between some of the attributes that may characterize a status group and the association with one avenue of vertical career mobility. However, these factors need to be examined in more exact combinations and a wider spectrum of variables needs to be examined

for association with career mobility. Socio-psychological factors such as self-perception, feelings of powerlessness, reference groups, aspirations, and motivations are some of the variables that need to be examined. Other factors that may operate as intervening variables include the length and type of instruction, the availability of jobs, attitudes towards work, and attitudes towards changing residence for a better job.

It is further recommended that follow-ups of both completers and non-completers should be used to determine the degree of successful career mobility over a longer period of time. Research of this type has been done in urban areas but little or no follow-up research has been done with regard to trainees in rural or reservation areas.

Regarding the American Indians, further research needs to be conducted to determine to what extent the "marginal" characteristics of many Indians are due to lack of acculturation into the majority society. Also, how many of their marginal characteristics are representative of their status groupings rather than racial membership.

The practical applicability of the study, to date, indicates that there are some socio-economic characteristics of participants in selected manpower training programs that are significantly associated with the successful completion of the programs by the trainees. There are more socio-economic factors involved in the failure of participants to complete an institutionally-oriented program such as MDTA than an on-the-job training program such as JOBS. Those that would normally be expected to experience greater success in a classroom situation have been found to have greater success in the

MDTA Programs. However, this does not appear to be true for the JOBS program.

Within the theoretic perspective of this research, it is presumed that the socio-economic attributes of the disadvantaged, considered as a status group, are due to different socialization experiences and economic conditions that influence an individual's chances of experiencing career mobility. The findings provided limited support to this assumption.

TABLE I

NATURE OF TERMINATION OF PARTICIPANTS
IN MDTA PROGRAM BY RACE AND SEX

	White				Non-White			
	Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%
Completion	31	54	68	77	4	20	18	49
Non-Completion	26	46	20	23	16	80	19	51
Totals	57	100	88	100	20	100	37	100

$X^2 = 27.30$ d.f = 3 $P < .05$

TABLE II

NATURE OF TERMINATION OF PARTICIPANTS IN
JOBS AND MDTA PROGRAMS BY DISADVANTAGED STATUS

	Disadvantaged		Not Disadvantaged	
	No.	%	No.	%
Completion	183	58	38	90
Non-Completion	134	42	4	10
Totals	317	100	42	100

$X^2 = 17.13$ d.f = 1 $P < .05$

REFERENCES CITED

BOOKS AND ARTICLES

1. Featherman, David L. "Achievement Orientations and Socio-economic Career Attainments," American Sociological Review. Vol. 37 (April, 1972.

2. Ganz, Samuel. "The Social Roots of Unemployment," The Manpower Revolution: Its Policy and Consequences. Edited by Garth C. Mangum. Garden City: Doubleday and Company, Inc., 1965.

3. Havighurst, Robert J. "Who Are the Disadvantaged," The Disadvantaged Learner. Edited by Stanton W. Webster. San Francisco: Chandler Publishing Co., 1966.

4. Hodges, Harold M. Social Stratification: Class in America. Cambridge: Schenkman Publishing Company, Inc., 1964.

5. Lewis, Oscar. "The Culture of Poverty," Issues, Debates and Controversies: An Introduction to Sociology. Edited by George Ritzer. Boston: Allyn and Bacon, Inc., 1972.

6. Mangum, Garth L. MDTA: Foundation of Federal Manpower Policy. Baltimore: The Johns Hopkins Press, 1968.

7. Matza, David. "The Disreputable Poor," Class, Status and Power. Edited by Reinhard Bendix and Seymour Martin Lipset. New York: The Free Press, 1966.

8. Meyer, Kurt B. and Walter Buckley. Class and Society. New York: Random House, 1969.

9. Pavalko, Ronald M. Sociology of Occupations and Professions. Itasca: F. E. Peacock Publishers, Inc., 1971.

10. Perrucci, Carolyn and Robert Perrucci. "Social Origins, Educational Contexts, and Career Mobility," American Sociological Review. Vol. 35 (June, 1970).

11. Slocum, Walter L. "Some Sociological Aspects of Occupational Choice," American Journal of Economics and Sociology. Vol. 18 (1958-59).

12. Tiffany, Donald W., James R. Cowan and Phyllis M. Tiffany. The Unemployed: A Social-Psychological Portrait. Englewood Cliffs: Prentice-Hall, Inc., 1970.

13. Vasey, Wayne. "The Interrelation Between Public Assistance and Unemployment," The Manpower Revolution: Its Policy and Consequences. Edited by Garth C. Mangum. Garden City: Doubleday and Company, Inc., 1965.

14. Whyte, William F. The Motivation of the Underprivileged Worker. Hightstown, New Jersey: McGraw-Hill Book Co., 1946.

SPECIAL REPORTS

1. Biennial Report to the Governor, For the Period July 1, 1969 To June 30, 1971. A Report Prepared by the Employment Security Department of South Dakota. Aberdeen: 1971.

2. Noscow, Sigmund. "Retraining Under The Manpower Development Training Act: A Study of Attributes of Trainees Associated with Successful Retraining." A Report Prepared for the U.S. Department of Labor, Manpower Administration. East Lansing: Michigan State University, 1968.

3. The People Left Behind. A Report Prepared by the National Advisory Commission on Rural Poverty. Washington, D.C.: U.S. Government Printing Office, 1965.

4. Rural Poverty in the United States. A Report Prepared by the National Advisory Commission on Rural Poverty. Washington, D.C.: U.S. Government Printing Office, 1967.

5. South Dakota Annual Manpower Planning Report. A Report Prepared by the Research and Statistics Branch, Employment Security Department of South Dakota. Aberdeen: 1972.